

Emotional Health and **Wellbeing Policy**

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

(In this policy known as the Three Schools)



This policy was agreed and adopted on - **July 2021**

Date of this review - **July 2023**

The policy is to be reviewed by - **July 2025**

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office).

Introduction:

Government guidance, *Mental Health and Behaviour in Schools*, published in March 2015 informs us **"In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. A healthy school actively seeks to promote emotional health and well-being alongside physical health, and helps pupils to understand their feelings."** At The Three Schools we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children. The commitment to the protection and enhancement of emotional wellbeing of staff and students begins at first contact and continues throughout their journey through school.

All staff have a responsibility to provide students with a safe environment that actively protects and promotes the emotional health of the students.

The Three Schools are committed to providing staff with up-to-date training, supporting and encouraging their continued professional development, and to equipping them with the skills and knowledge to continue their existing good practice in the promotion of emotional wellbeing throughout the school environment.

The Three Schools recognise the benefits of working to an Emotional Health and Wellbeing Policy:

- Pupils learn better and are happier in school if their emotional needs are also met.
- It empowers students to make considered decisions and manage their feelings.
- Out of school effective links with parents; evidence shows that if parents can also be supported to better manage their children's behaviour, alongside work being carried out with the pupil at school - there is a much greater likelihood of success in reducing the child's problems, and in supporting their academic and emotional development.

Aims and Objectives:

This policy has been developed with the intention of demonstrating how The Three Schools promote emotional wellbeing, and to increase awareness and understanding of mental health issues and how the school seeks to address these. It will provide staff with the resources and information they need should they require further support with a pupil (or themselves) in terms of their emotional wellbeing, what action they can take and the people or services they can obtain support from.

This policy also supports and works in conjunction with the Anti-Bullying Policy, Behaviour Policy, Student Voice, Curriculum, SEN, Inclusion, Equality and Diversity, Child Protection and Safeguarding and Attendance policies. By keeping our focus on emotional health and wellbeing alongside other policies we aim to have:

- Happier and more motivated pupils and staff
- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- More effective teaching and learning
- Parents and carers that are more involved in school life and learning
- Pupils and staff with high self-esteem, self-confidence and resilience
- Improved achievement, with everyone meeting their full potential
- Improved standards in all subjects, including Literacy and Mathematics
- Improved morale
- Lower absenteeism
- Good recruitment and retention levels
- Positive and effective relationships for pupils, staff and parents/carers

Promoting Emotional Wellbeing:

The Environment and Curriculum

- The Three School's ethos and staff actively promote emotional wellbeing; we recognise that happier pupils are more successful learners and responsible individuals. We also recognise the responsibility that education has in the development and enhancement of emotional wellbeing.
- We embrace and encourage discussions surrounding emotional health and wellbeing and designated spaces are available for 1:1 work or any group intervention and therapeutic based work.
- The Emotional Health and Wellbeing Change Team and policy provide information about support that is available in the community for students, staff and parents. Pupil wellbeing is also enhanced through the use of targeted curriculum programs designed to enhance social and emotional learning such as PSHE.
- We also actively recognise and praise positive behaviours, which is modelled by all staff.

Pupil Voice

- A democratic process for election of school council representatives and ambassadors
- The use of 'Philosophy for Children' strategies
- Feedback and marking strategies that encourage dialogue between the teachers and pupils. This includes regular pupil:teacher conferencing
- Weekly 'talking assemblies' / class assemblies for children
- Timetabled meeting time for members of the school council
- Regular pupil voice sessions held by members of the SLT and subject leaders
- Involving pupils in interviews for members of staff
- Consulting pupils about change and policy development
- Allocating a school council budget
- Pupil led assemblies

Involvement of parents and carers in the life and learning of the school

- Parent questionnaires
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- Newsletters informing parents of topics and events each term
- Regular feedback and consultation about change and development through questionnaires and parent information meetings
- Theme Weeks/Days and events
- Involvement in school trips and extracurricular activities

Motivation, learning and professional development

- Holding pupil progress meetings, IEP review meetings and parent's evenings
- Whole school training events, including Safeguarding, accessible to all staff
- Access to appropriate external training, including support for their own wellbeing
- Provision of non-contact time with their year group partners to allow for planning, delivery and evaluation of school activities
- Consultation on training and support needs through regular review
- The use of peer observations to allow staff to learn and develop together, and mentoring to support professional development
- Professional development meeting for all staff
- Support in terms of emotional wellbeing - debrief and reflection opportunities provided.

Roles and Responsibilities:

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff are briefed on how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health and wellbeing or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and judgemental. Staff should listen, their first thoughts should be of the pupil's emotional and physical safety. All disclosures should be recorded in writing on the Emotional Health and Wellbeing Referral Form (see Appendix 1) and held in the confidential EHWB file. This information should immediately be shared with one of the designated Emotional Health and Wellbeing Advocates (Head Teachers, Assistant Head Teachers and Learning Mentor), who will offer support and advice about next steps. If further specialist advice or support is needed, the Head Teachers or SENCO will contact the relevant services, such as CAHMS.

Staff have to be honest with pupils with regards to confidentiality. If staff feel that it is necessary to pass concerns about a pupil on, they should discuss with the pupil:

- Who they are going to talk to (An Emotional Health and Well-being Advocate)
- What they are going to tell them
- Why they need to tell them.

It is advisable to share disclosures with a colleague, usually one of the EHWB Advocates - this helps safeguard emotional health and wellbeing of the member of staff sharing the disclosure, but also ensures continuity of care in absence and it provides an extra source of support.

Parents should be informed if there are any concerns about pupils' emotional health and well-being and pupils may choose to tell their parent themselves. Pupils will be given the option of the school informing their parents with them or for them.

If there is reason to believe that there are underlying child protection issues, parents should not be informed, but the safeguarding officers/leads must be informed immediately.

Where it is appropriate to inform parents, a meeting will be scheduled with the Head Teachers as EHWB Advocates. The parents will be provided with a plan of support within The Three Schools and a clear means of contacting the schools with further questions or concerns. Follow-up meetings and reviews will be scheduled, and sources of further support and information will be shared (See Appendix B).

Working with Parents

In order to support parents, The Three Schools will:

- Highlight sources of information and support about common mental health issues on the schools' website/e-schools
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our EHWB Policy easily accessible
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.
- Have a parent representative on the EHWB Change Team

Training

As a minimum, staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. Staff will be made aware of the MindEd learning portal, which provides free online training for staff wishing to know more about a specific issue (www.minded.org.uk).

Training opportunities for staff who require more in-depth knowledge will be considered as part of the performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Policy Review

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme.

Date Agreed: July 2021

Date Reviewed: July 2023

To be Reviewed: July 2025

Appendix A

Emotional Wellbeing Referral (School)

Name of Pupil	
Year Group	
Class	
Staff Making Referral	
Date of Referral	
Reason for Referral	
Action taken	
Signed	

Please personally give the referral form to one of the EHWB Advocates due to confidentiality and safeguarding requirements. EHWB Advocates will take the necessary action, sign the form and file it in the EHWB folder in the school office.

Appendix B

Sources of Information

<http://www.healthyschoolslondon.org.uk/sites/default/files/EHWB.pdf>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf

Social and emotional aspects of learning (SEAL) are materials used in primary and secondary schools to deliver a whole-school approach to promoting social, emotional and behavioural skills

webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009

PSHE Association helps support PSHE practitioners across all phases to raise the quality of PSHE teaching and raise its status in the curriculum www.pshe-association.org.uk/

Primary age

Feeling good: promoting children's mental health are activity sheets aimed at children aged 4-7 www.centreformentalhealth.org.uk/publications/feeling_good.aspx?ID=510

How to get up and go when you are feeling low is a booklet providing top tips for year 4 students when they are feeling upset or stressed

www.annafreud.org/data/files/CAMHS_EBPU/Publications_and_Resources/year4_help4pupils.pdf

Stop stigma is a classroom-based resource for secondary schools that helps address mental health stigma and raise awareness about mental health www.cornwallhealthyschools.org/stop-stigma/

Time to change provides a collection of resources including videos, lessons, assemblies, and toolkits for teachers and youth workers to reduce stigma and discrimination faced by people with mental health problems

www.time-to-change.org.uk/resources-youth-professionals-thank-you

www.time-to-change.org.uk/youngpeople

What's on your mind? is a resource pack that includes a video along with downloadable lesson plans to help teachers introduce the subject of emotional wellbeing and mental health to students. Produced by the Scottish anti-stigma programme 'See Me' www.seemescotland.org/whatsonyourmind/

I gotta feelin' Is a booklet providing top tips for year 7 students on how to feel good www.ucl.ac.uk/ebpu/docs/publication_files/year7_help4pupils

Children and young people with learning disabilities: understanding their mental health is an information pack providing an introduction to learning disabilities among children and young people www.mentalhealth.org.uk/content/assets/PDF/publications/children-and-youngpeople.pdf?view=Standard

FRIENDS for life: learning disabilities is part of FRIENDS for Life, a group programme that teaches children and young people techniques to cope with anxiety and promote wellbeing, social and emotional skills and resilience. The FRIENDS for Life Learning Disabilities development project was adapted to be accessible for children and young people with learning disabilities
www.learningdisabilities.org.uk/our-work/health-well-being/friends-for-life

Feeling down: looking after my mental health is an easy-read guide for people with learning disabilities from the Foundation for People with Learning Disabilities. The guide provides information and advice on how to look after oneself and get the best out of life
www.learningdisabilities.org.uk/publications/feeling-down-looking-after-my-mentalhealth/

Circle of friends helps children, especially those with a disability, to build a support network
www.autism.org.uk/working-with/education/educational-professionals-inschools/resources-for-teachers/circle-of-friends-promoting-inclusion-andinteraction.aspx

I Can produces factsheets about speech, language and communication difficulties, and has a helpline for parents and practitioners www.ican.org.uk/

National autistic society has a website that provides information about autism www.autism.org.uk/our-services/advice-and-information-services.aspx

www.autism.org.uk/about-autism.aspx

Specific issues

Ofsted has produced short videos that help illustrate what a primary school and a secondary school have done to reduce bullying [webarchive.nationalarchives.gov.uk/20141124154759/
www.ofsted.gov.uk/resources/good-practice-film-edith-neville-primary-school-antibullying](http://webarchive.nationalarchives.gov.uk/20141124154759/www.ofsted.gov.uk/resources/good-practice-film-edith-neville-primary-school-antibullying)
webarchive.nationalarchives.gov.uk/20141124154759/

www.ofsted.gov.uk/resources/good-practice-film-hillcrest-school-and-communitycollege-bullying

Childhood bereavement network offers resources to help schools deal with a bereavement within the school www.childhoodbereavementnetwork.org.uk/for-schools-professionals.aspx

OCD action has produced an online guide on OCD for teachers, parents and young people school.ocdaction.org.uk/

MindEd is a portal that provides free, online bite sized chunks of 'e-learning' available on tablets, phones or computers to help adults to identify, understand and support children and young people with mental health issues. The learning materials were written and edited by leading experts from the UK and around the world.

Different learning pathways can be followed according to professional or other interests
www.minded.org.uk

ADDISS is the National Attention Deficit Disorder Information and Advice Service which provides training for schools on ADHD management and information about ADHD. 'School Report: Perspectives on ADHD' illustrates what it is like to be a child with ADHD in the school system
www.addiss.co.uk/schoolreport.pdf

www.addiss.co.uk/

Alumina is an online course for young people aged 14-19 years and provides group and individual courses alumina.selfharm.co.uk/

How to thrive provides training for teachers who want to teach the UK Penn Resilience Programme (PRP). Participants develop their own personal resilience and then apply this insight to teaching the curriculum to young people. The PRP is a licenced model, and only those who have received training through an accredited body such as How to Thrive can legitimately teach the PRP curriculum

www.howtothrive.org

In our hands provides training on a wide range of emotional wellbeing and mental health issues from promoting positive mental health to holding sessions on eating disorders, and self-harm. It ensures that advice, guidance and support is practical and relevant to the school environment by working with school staff to develop new materials. The website includes some free resources that can be delivered to young people, teachers and parents www.inourhands.com/

Intellectual disability mental health first aid manual provides guidance on how to support people with a learning disability who are experiencing difficulties associated with emerging mental health problems including mental health crises mhfa.com.au/file/1592/download

Mental health first aid England is an educational course focussing on young people's mental health and how to identify, understand and help a young person who may be developing mental health problems mhfaengland.org/first-aid-courses/first-aid-youth/

Mindfulness in schools project offer a range of courses including ".b," which stands for 'Stop, Breathe and Be,' and can be used with a range of different age groups mindfulnessinschools.org/

National Association of Independent and Non-Maintained Special Schools (NASS) is a membership organisation working with and for special schools in the voluntary and private sectors within the UK. 'Making sense of mental health' is an e-learning resource for staff working in schools with children and young people who have complex special educational needs. The e-learning training increases staff knowledge about mental health and how this relates to children with disabilities

www.nassschools.org.uk/making_sense_of_mental_health.aspx

www.nassschools.org.uk/

Place2Be provides counselling services for children and support for teachers and parents. It also provides continuous professional development training sessions that address themes related to children's emotional wellbeing in schools, such as safeguarding, attachment, understanding risks and resilience and others. The sessions help reduce teacher and staff stress by providing practical approaches that help them deliver effective support. It also provides a range of professional qualifications around counselling in schools www.place2be.org.uk/

YoungMinds provides a range of support to schools, including training. It provides a varied training calendar and schools are also able to commission bespoke training packages

www.youngminds.org.uk/training_services/training_calendar

www.youngminds.org.uk/training_services/training_and_consultancy

www.youngminds.org.uk

Achievement for All (AFA) delivers a whole school improvement framework that raises the aspirations, access and achievement of vulnerable and disadvantaged pupils, including those with special educational needs and disabilities, EAL, looked after children and children on free school meals. The programme has four elements: leadership, teaching and learning, parental engagement, and wider outcomes www.afa3as.org.uk/achievement-for-all/programme-guide/case-studies

AcSEED encourages all UK schools to achieve and maintain an acceptable threshold of support and to align on best practices that provide a common language and understanding between schools, parents, young people, and associated organisations and charities. The AcSEED initiative was founded by young people with direct personal experience of mental illness at a young age, and is entirely dedicated to supporting the emotional wellbeing and mental health of young people in schools

www.acseed.org/

Boing Boing is an evidence based resilience framework for parents, practitioners and young people

www.boingboing.org.uk/index.php/resilience-in-practice www.boingboing.org.uk/

Children and young people's mental health coalition produced a resource entitled Resilience and results that helps schools understand why it is important to promote emotional wellbeing within the school. Insights into a range of support offers available to support schools are also provided

www.cypmhc.org.uk/resources/resilience_results/

Family Links offers a range of 'transforming learning' workshops for schools and trainee teachers to create a school community in which children aspire, flourish and achieve. It also offers training in a parallel programme for parents, providing a consistent positive approach at home and at school. The following link provides more information about its work in schools

www.familylinks.org.uk/schools/evaluation-and-case-studies/case-studies

www.familylinks.org.uk/

Humanutopia is a social enterprise that works with schools to offer a range of workshops and courses for students that focus on personal, social development and employability skills. The workshops can help to build confidence, leadership skills, peer mentoring skills and help students overcome barriers to engaging in their own education www.humanutopia.com/

Mental Health Foundation provides useful information about mental health

www.mentalhealth.org.uk/

Mentoring and Befriending Foundation provides services that increase the effectiveness and quality of mentoring and befriending as methods of enabling individuals to transform their lives and/or reach their full potential. It has produced guidance and quality standards to help schools implement peer mentoring support for students

www.mandbf.org/wpcontent/uploads/2011/02/Peer_Mentoring_in_Schools.pdf

<http://www.mandbf.org/>

Nurture Group Network promotes the development of nurture groups that are small groups of children who need short, focussed support to help address issues connected to social, emotional and behavioural difficulties. It ensures the continuing quality of delivery through accredited training programmes, research on effective practice, relevant publications and information exchange www.nurturegroups.org/

Rethink Mental Illness produces useful information for young people about mental health www.rethink.org/living-with-mental-illness/young-people

Royal College of Psychiatrists provides a wide range of leaflets and other information for parents, young people and professionals www.rcpsych.ac.uk/expertadvice.aspx

Samaritans can support schools by giving talks, providing a teaching resource called DEAL, and hosting a suicide response service to support schools following a suicide www.samaritans.org/your-community/supporting-schools

YoungMinds in Schools programme was funded by the Department for Education and piloted a programme of consultancy and training to four cluster schools in England. This YoungMinds website also provides a useful library of resources for schools www.youngminds.org.uk/training_services/young_minds_in_schools

Therapeutic story writing from YoungMinds is an approach to helping support students' emotional wellbeing whilst at the same time improving writing skills vimeo.com/40733400

Academic Resilience from YoungMinds is a free resource to help schools support pupils' academic resilience and was devised by Lisa Williams and Professor Angie Hart www.youngminds.org.uk/training_services/academic_resilience

Circle time is an approach used in classrooms with a group of children that can help them to develop social and emotional skills www.circle-time.co.uk/page/our-approach/quality-circle-time-1

Classroom Dinosaur Curriculum is a prevention program delivered by teachers in the classroom and includes group activities and activities for parents and children to do at home incredibleyears.com/programs/child/classroom-curriculum/

Friends for life is a cognitive behavioural (CBT) intervention designed to help children with significant emotional problems www.interactive-connections.co.uk/The%20Books.htm

Roots of Empathy offers empathy-based programmes for children. The following video shows how it is being used in schools www.tes.co.uk/teachingresource/Teachers-TV-Babies-in-School-6044451/ www.rootsofempathy.org/en/where-we-are/united-kingdom.html

Therapeutic story writing from YoungMinds is an intervention that helps support students' emotional wellbeing as well as improve their writing skills vimeo.com/40733400

UK Resilience Programme/Penn Resilience Programme - How To Thrive

provides expertise in the skills that allow children and young people to thrive and flourish

www.howtothrive.org/

Zippy's Friends is a programme that helps young children, aged five, six and

seven, to develop coping and social skills www.partnershipforchildren.org.uk/zippy-s-friends.html

Good practice guidance for counselling in schools is in its fourth edition from the British Association for Counselling and Psychotherapy (BACP)

School Based Counselling - What it is and why we need it is a short paper from the British Association for Counselling and Psychotherapy

www.bacp.co.uk/admin/structure/files/pdf/11791_sbc_may2013.pdf

Other resources from the BACP on school based counselling are also available

www.bacp.co.uk/research/publications/School_Counselling.php

Helplines

Childline School Service is a service that uses specially trained volunteers to talk to primary school children about abuse. The aim is to give them the skills to protect themselves and know where to go for help. There is also a free helpline for children and young people. The helpline number is 0800 1111

www.nspcc.org.uk/fighting-for-childhood/our-services/services-for-children-andfamilies/childline-school-service/

Get connected is a free, confidential helpline service for young people under 25, who need help, but don't know where to turn. The helpline number is 0808 808 4994

www.getconnected.org.uk/

Papyrus is a charity that aims to prevent young suicides. It has a helpline for young people at risk of suicide or for people worried about a young person at risk of suicide called HOPELineUK. The helpline number is 0800 068 41 41

www.papyrus-uk.org/

Relate provides local counselling services for all ages including young people. It also has an online emotional support and advice resource called IRelate which provides information and access to an online counsellor www.relate.org.uk/relationship-help/help-children-and-young-people/children-andyoung-peoples-counselling www.irelate.org.uk/

Rise Above helps 11-16 year olds build emotional resilience by equipping them with knowledge and skills to deal with pressures they may face. It also provides an online platform through which young people can converse with peers alongside professional support riseabove.org.uk/

YoungMinds Parents' Helpline is a free, confidential helpline for any adult who is concerned about the emotional problems, behaviour or mental health of a child or young person up to the age of 25. The

helpline number is 0808 802 5544

www.youngminds.org.uk/for_parents/parent_helpine

Youth Access offers a directory of local youth information, advice and counselling services for young people aged 14-25 youthaccess.org.uk/find-your-local-service/

Youth Health Talk provides advice and support on mental health issues from young people for young people healthtalkonline.org/young-peoples-experiences